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ABSTRACT

The self-instructional program of learning activities is designed for classroom use with both employed and job-seeking adult basic and general adult education students. Overall objectives include (1) reviewing and developing work incentives for an occupation as described in a work history, (2) considering the relationship between job satisfaction and job productivity, (3) examining factors which contribute to developing and maintaining a positive self-perspective towards work and self, and (4) establishing a self-improvement career plan. An indepth case history of an individual work life is initially introduced and followed up with various related learning activities in which participants work individually, with other individuals, and within small and large groups. The series of self-analysis checklists and worksheets focus on job satisfaction, job productivity, work attitudes, positive self-attitude, and job objectives/career goals. (EA)

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Career Improvement and Satisfaction: Initiating a Positive Self-Perspective

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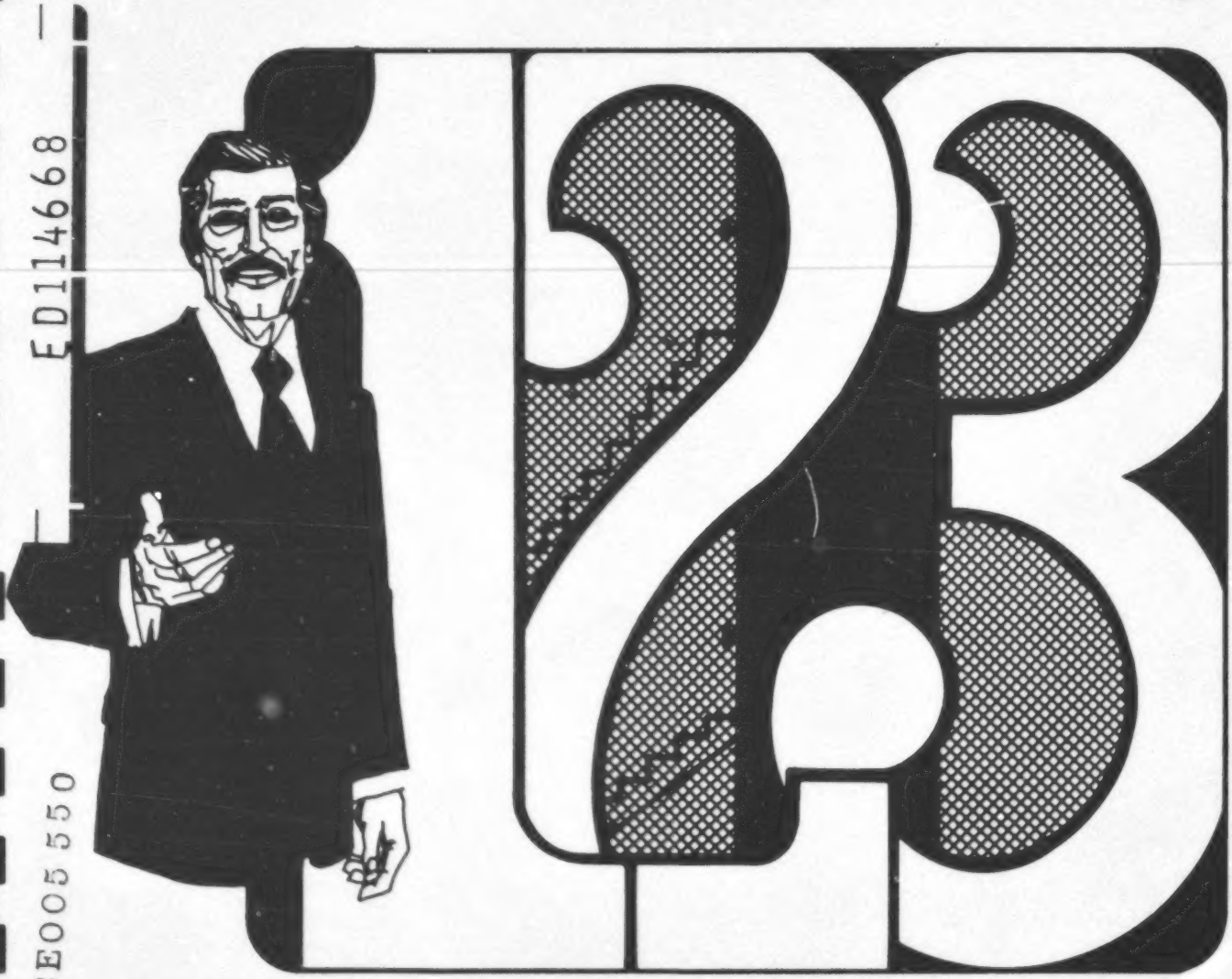

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PREFACE

The overall objectives of this self-instructional program are to:

1. Review and develop work incentives for an occupation as described in a work history.
2. Consider the relationship between job satisfaction and job productivity.
3. Examine factors which contribute to developing and maintaining a positive self-perspective towards work and self.
4. Establish a self-improvement career plan.

A variety of learning activities are provided to fulfill the previously described objectives. Program participants are asked to work individually, with other individuals, and within small and large groups. The extent to which participants are willing to complete the assigned tasks and to work together will determine the program's success.

The program is designed for use by both adult basic education students and general adult education students. Adult students seeking entry level positions will find the program useful in establishing goals related to initial employment. Employed adult students will find the program a means of extending their employment related goals.

It is recommended that adult education teachers who intend to use the program with their students, complete the program themselves. Personal experience with the program will enable adult education teachers to better explain the purpose/intent of the program to their students.

A special note of gratitude is given to numerous adult education teachers who encouraged the program's development and responded to initial drafts. A further note of gratitude is given to Jack Pfeiffer, Gene Haenni, James Parker, Frank O'Donnell, Dixie Ballantyne, Dee W. Henderson, Elmer Clark, Kenneth Rippl Kenneth Serfass, Grace Duff, Jewell Friend, and Bob Buser for their critical review and constructive suggestions.

H.G.M.
J.B.H.

"You can't eat for eight hours a day nor drink for eight hours a day nor make love for eight hours a day--all you can do for eight hours is work. Which is the reason why man makes himself and everybody else so miserable and unhappy."
--William Faulkner

Introduction: Please read the following excerpt concerning the work life of Mr. Henry Taylor James.

HENRY TAYLOR JAMES

Henry is the head bookkeeper at Wallace and Son Trucking Company, St. Paul, Minnesota, where he has worked for the past ten years for Mr. Wallace, Sr. He is married to Karen who works part time at Sears located in the Crossroads Shopping Center on 51st and Walnut streets. Henry and Karen have two girls, one fifteen and the other ten. Henry's monthly salary is $900 per month, and Karen's salary when she works at least a 30 hour week is $400. Henry is 40 years old and Karen is 41; both were born in February and were raised in St. Paul, a city of over two million people. The family lives in a simple three-bedroom house on 192nd Street that is worth $24,000.

Henry works from 8 a.m. to 5 p.m. Monday through Friday. He leaves home for work about 7:15 a.m. to make the 30 minute drive to the office. He usually drives the family car except when he borrows a company truck, which is very seldom.

His job includes the supervision of two women who work in the office.

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The two women employees and Henry have desks in a general office area. There are three private offices off their working area. On Henry's desk is a new calculator and typewriter which he bought for the office a month ago. The two women have older equipment. The payroll, equipment, supplies, and the personal expense account of Mr. Wallace are handled solely by Henry. Truck drivers for the company generally check in with Henry during the late afternoon to report their time, receipts, and shipping lists. They all know Henry since he gives out the checks. The drivers make more money than Henry and also get a commission based upon their shipping time. Henry knows exactly what each driver earns although the drivers are secretive about their commissions.

Henry frequently takes home some pencils, scotch tape, paper, paper clips, and has taken a hand calculator home overnight. He has bought some old office equipment from Mr. Wallace at a very reasonable price, including a desk, chair, lamp, and typewriter. Henry had wanted his own office to do bookkeeping on the side. The equipment he purchased is now in the basement and is seldom used. Henry buys car gas from the company at a discount price, which the entire staff can also do. At Christmas time, Henry gets a $300 bonus, and the others in the office get $200. He also receives calenders, pens, fingernail files, Christmas cards and a variety of novelties from companies selling supplies and equipment.

→

Henry gets a two week vacation which he usually takes in August. The family has visited relatives in Wisconsin in the past.

Henry feels that he will not be moving to another job. His age and type of education are limitations that he feels do not make him very employable. At Wallace there is little room for advancement or promotion. Henry learned long ago that if he worked even harder and longer hours, he would not earn more money. Mr. Wallace's son, Jim, has finished college, is married, and will be joining his dad in July to eventually take over the family business.

Most of Henry's office duties are on a monthly routine. He has each one of the women in the office doing a particular task. Payroll, invoices, billings and inventories in shipment are all fairly routine oriented.

A CPA firm is hired every year by Mr. Wallace to do Mr. Wallace's and Jim's income tax and close out the company's books. Henry generally goes over the forms with the firm. Henry had wanted to be a CPA and had even gone to night school, but the cost, time, and effort were too much for a man with two children. He actually finished one semester of night school with B's about seven years ago. He still dreams of being a CPA with a firm like the one Mr. Wallace hires.

Henry would like to earn more money to have more prestige in the neighborhood and to be a professional with his own office. In the past he has answered several newspaper ads for jobs which pay more money, and Mr. Wallace

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has been contacted as a reference. In three different applications in which Mr. Wallace was involved, Henry did not get the job. Henry now worries that Mr. Wallace's opinion of him is not as good because he couldn't get a better job. Henry feels that he would be jeopardizing his position by continuing to look at other positions.

Henry works because he needs to. He is able to forget about the office quickly when he gets home. He rarely sees other employees of the company except at work. Fear of losing his job is remote; he always makes sure that Mr. Wallace is pleased. Nothing to look forward to and a lack of will to succee characterize Henry's view of his work life. The company has a small retirement system fund and also pays into social security. Henry will receive a total of $400 a month at age 65. Henry's hobbies include a ball point pen collection which he started at the office, bowling with neighbors, and watching television. The family attends the United Methodist Church. They do most of their shopping at discount stores such as K-Mart.

"I think I could turn and live with animals,
they are so placid and self-contained;
I stand and look at them long and long.
They do not sweat and whine about their condition.
They do not lie awake in the dark and weep for
their sins;
They do not make me sick discussing their duty to God.
Not one is dissatisfied, not one is demented with
the mania of owning things.
Not one kneels to another, nor to his kind that lived
thousands of years ago.
Not one is respectable or industrious over the whole earth."
--Walt Whitman

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"The devil finds work for idle hands."

Directions: After studying the preceding account, check those job characteristics that you feel have the potential for improving Henry's job satisfaction, those job characteristics that you feel hinder job satisfaction, and those job characteristics that would make little difference.

Job Characteristics	Little Difference	Potential for Job Satisfaction	Hinders Job Satisfaction
1. Allowed to buy gasoline from the company	____	____	____
2. Access to pencils, paper, paper clips	____	____	____
3. Personal use of office equipment	____	____	____
4. Christmas bonus	____	____	____
5. A monthly salary of $900	____	____	____
6. Information concerning Mr. Wallace's personal expense account and monthly pay of the company's truck drivers	____	____	____
7. Able to leave job at office	____	____	____
8. Advancement and promotion	____	____	____
9. A desk in a general office area	____	____	____
10. A monthly routine	____	____	____
11. A hobby associated with work	____	____	____
12. Possibility of being fired	____	____	____
13. A retirement system	____	____	____
14. A need for more money	____	____	____

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Job Characteristics	Little Difference	Potential for Job Satisfaction	Hinders Job Satisfaction
15. An 8 to 5-40 hour work day-week	_____	_____	_____
16. Ordering of supplies, parts, and equipment	_____	_____	_____
17. Desire to please Mr. Wallace	_____	_____	_____
18. Supervision of women	_____	_____	_____
19. A yearly paid vacation	_____	_____	_____
20. Working for a father and son	_____	_____	_____
21. Requires special clothes	_____	_____	_____
22. Keys to the office	_____	_____	_____

Directions: As a group discuss your responses and attempt to arrive at a concensus about the factors which hinder Henry's job satisfaction. Check the blanks below which correspond to statements that the group agrees upon.

_____ 1.	_____ 8.	_____ 15.
_____ 2.	_____ 9.	_____ 16.
_____ 3.	_____ 10.	_____ 17.
_____ 4.	_____ 11.	_____ 18.
_____ 5.	_____ 12.	_____ 19.
_____ 6.	_____ 13.	_____ 20.
_____ 7.	_____ 14.	_____ 21.
		_____ 22.

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"More is not enough
But only a start
It is a sought thirst
that consumes the heart."
--Harry G. Miller

Directions: With two other members in your group, check (✓) no more than a total of four statements in each of the three categories of characteristics which you feel Mr. Wallace could provide to enhance job satisfaction. Also check (✓) no more than a total of four statements per category that could enhance job productivity.

Job Characteristics	Job Satisfaction	Job Productivity
1. JOB MORALE (Attitudes and feelings toward one's work)		
1.1 Use of a company car	_____	_____
1.2 Put radio/television in office	_____	_____
1.3 Require an office uniform	_____	_____
1.4 Start an employee's bowling league	_____	_____
1.5 Develop an office suggestion box	_____	_____
1.6 Organize an office investment club	_____	_____
1.7 Have office parties	_____	_____
1.8 Invite Henry and his wife to dinner (invitation from Mr. Wallace)	_____	_____
1.9 Sponsor a personal finance and investment course for employees taught by local community college	_____	_____
1.10 Allow Henry to have a "voice" in important company decisions	_____	_____

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Job Characteristics	Job Satisfaction	Job Productivity
2. JOB INCENTIVES (Factors motivating one's job performance		
2.1 Salary based upon job tasks	_____	_____
2.2 Profit sharing plan	_____	_____
2.3 Make Henry a partner	_____	_____
2.4 Give choice of food, furniture or money as a bonus	_____	_____
2.5 Have salary based upon commission	_____	_____
2.6 Have monthly or quarterly bonuses	_____	_____
2.7 Base length of vacation time on company financial success	_____	_____
2.8 Establish job classification and promotion procedures	_____	_____
2.9 Provide for more job specialization	_____	_____
3. JOB GOALS (Factors directing work efforts)		
3.1 Seek greater efficiency in routine work	_____	_____
3.2 Purchase more office equipment to do routine work	_____	_____
3.3 Hire more office help	_____	_____
3.4 Finance Henry's CPA education	_____	_____
3.5 Initiate an office employees' union	_____	_____
3.6 Rotate routine office work	_____	_____
3.7 Place office budget under Henry's control	_____	_____

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"Know thyself."
--Aristotle

Directions: As a group, consider what your responses would be to the two questions below. Check one response for each question which best summarizes the group's opinion.

1. Is job productivity a result of job satisfaction?

_____a. No, job satisfaction is a result of job productivity.

_____b. Job productivity and job satisfaction are different factors which do not influence each other.

_____c. Not necessarily, although there is often a positive correlation between job satisfaction and job productivity.

_____d. Yes, job productivity is often a result of job satisfaction.

_____e. No, because few workers with high production rates really enjoy the tension they experience on the job.

_____f. No, because the more satisfied workers are the less motivated they will be to increase their production rate.

_____g. No, job productivity is a result of the workers' personal goals.

_____h. Cannot agree.

2. Does employment of persons below their capabilities have a tendency to result in job dissatisfaction?

_____a. Yes, capabilities need to match job responsibilities for job satisfaction.

_____b. No, job satisfaction is not directly dependent on the potential of the person.

_____c. No, all people start out at the bottom of a company to learn routine procedures.

_____d. Yes, and the employment of persons slightly above their capabilities results in job satisfaction, because they are particularly challenged.

_____e. Cannot agree.

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"It is far better to give work which is above the man
than to educate the men to be above their work."
--John Ruskin

Directions: Assume that you are Henry James, and after giving some thought to his "work life", indicate your interpretation of Henry's attitudes (how Henry would feel) concerning the following concepts as they pertain to work. Check (✓) the scale provided. Be sure you make your judgements on the basis of how you think Henry would feel. If you feel a concept is very closely related to one of the ends of the scale, check (✓) either space one, or five, as appropriate. If you feel a concept is somewhat related to one of the ends of the scale (but is not really neutral), then place your check-mark in either space two, or four, as appropriate. If you feel a concept is neutral on the scale (equally associated with both ends of the scale), or if you feel a concept is completely irrelevant, then place your check-mark in space three.

James' Concept of Work

	1	2	3	4	5	
1. Happy	___	___	___	___	___	Unhappy
2. Leader	___	___	___	___	___	Follower
3. Male	___	___	___	___	___	Female
4. Competitive	___	___	___	___	___	Cooperative
5. Low self esteem	___	___	___	___	___	High self esteem
6. Worthless	___	___	___	___	___	Valuable
7. Specialized	___	___	___	___	___	Generalized
8. Enthusiastic	___	___	___	___	___	Unenthusiastic

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(continued from previous page)

9.	Optimistic	___	___	___	___	___ Pessimistic
10.	Good	___	___	___	___	___ Bad
11.	Realistic	___	___	___	___	___ Unrealistic
12.	Imaginative	___	___	___	___	___ Unimaginative

Directions: As a group compare your answers. If you wish to tabulate your answers, please feel free to develop your own system.

(Work Space)

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"No one will live all his life in the world into which he was born, and no one will die in the world in which he worked in his maturity."

--Margaret Mead

Directions: What should Henry do to have a different feeling toward his job? Read each of the statements that follow and indicate the attitude you believe Henry should foster by checking (✓) either Should, or Should Not.

Should	Attitudes	Should Not
____	1. Henry's attitude makes the difference, not his job.	____
____	2. Henry's rewards (money, prestige) are determined by the value of his services.	____
____	3. The degree of Henry's self-discipline is the key to his self-betterment.	____
____	4. Henry's happiness with his job is his decision, not Mr. Wallace's.	____
____	5. Henry's knowledge about the company and the trucking industry is essential.	____
____	6. Persistence is the difference between Henry's success and failure.	____
____	7. Henry's lot in life (career) is set. What will be, will be.	____
____	8. Life does not offer the same opportunities and success to everyone, including Henry.	____
____	9. The majority of the world population has less than Henry and his family. Henry should be satisfied with what he has.	____

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(continued from previous page)

_____ 10. Other things in life are more important to Henry than a career/work. _____

Directions: As a group, select from above, three attitudes that you feel Henry should adopt and two attitudes that he should avoid. Place the appropriate numbers in the blanks below.

Should Adopt	Should Avoid
Attitude #_____	Attitude #_____
#_____	#_____
#_____	

"If you can keep your head when all about
you
Are losing theirs and blaming it on you.
If you can trust yourself when all men
doubt you,
But make allowance for their doubting
too;
Yours is the Earth and Everything that's
in it,
And--which is more--you'll be a man
my son!"

--Rudyard Kipling

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"Fanaticism consists in
redoubling your efforts
when you have forgotten
your aim."
--George Santayana

Introduction: The development and maintenance of Henry's positive self-attitude is dependent upon what he thinks of himself (does he feel that he is of worth and liked by others), his desire to excel and achieve, and the confidence he has to cope with unfamiliar and threatening tasks. What kind of person does Henry want to be? What are his professional and personal desires and goals? To a great extent, Henry's job satisfaction will be determined by those things that Henry desires and the challenges and experiences he selects for himself and undertakes. Henry can determine his own satisfaction, happiness, and success. Few people will care if he is dissatisfied, unhappy, or a failure. Striving for improvement, whether another job, or doing his own job better, is a key ingredient in his directing and maintaining himself as a forward looking person. Henry's job can facilitate his striving for self improvement. He can approach his job as an experience to learn more than is required about bookkeeping and the trucking industry and as a means to set new and higher job standards for himself while obtaining the necessary skills and knowledge for job perfection, advancement, and change. Such a decision and commitment to a decision will not be realized haphazardly, but must be made consciously and with the realization of those behaviors which are necessary for achievement and satisfaction.

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Directions: Behaviors reflect and reinforce personal attitudes. Listed below are behaviors which reflect attitudes. Select by marking with a plus (+) five behaviors you would like Henry to adopt.

_____1. Establish a career goal for his work and commit himself to it.

_____2. Night school majoring in accounting.

_____3. Continually compare himself with CPA's.

_____4. Subscribe to accounting journals.

_____5. Take a correspondence course in accounting--work on assignments over lunch hour.

_____6. Take an office management course.

_____7. Have the office subscribe to office management journals.

_____8. Take a self-enrichment course in bookkeeping from the continuing education division of the local university.

_____9. Apply for a parttime job with H & R Block as an income tax practitioner.

____10. Do nothing.

____11. Establish doing the company's income tax as a personal goal.

____12. Figure out the company's income tax returns on his own and see how well he has done when the CPA firm completes the tax returns.

____13. Try to make the office as efficient as possible to allow himself time to study and learn new office procedures and techniques.

____14. Ask Mr. Wallace for a raise.

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____15. Make a daily list of activities--tasks that he should get done that day.

____16. Hire office help more qualified than himself, so he can learn from them.

____17. Start or join a lunch-and-learn office group.

____18. Think of creative ways in which the company could save and thus make more money.

____19. State over and over each day "I want to be a CPA and to have my own company."

____20. Develop and write out a plan of action for achieving his major career objective.

____21. Always do more than what is expected.

____22. Use his present job situation to serve and further his interests.

Directions: When you finish, compare your selections with another member in your group.

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"An excellent plumber is infinitely more admirable than an incompetent philosopher. The society which scorns excellence in plumbing because plumbing is a humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing, nor good philosophy. Neither its pipes nor its theories will hold water."

--John W. Gardner

Introduction: Most people, Henry James included, seek and desire job improvement, whether job advancement in terms of position or increased job performance. Success stories are abundant in our society and relied upon as fact. Hard work, high motivation, and endurance, are frequently acknowledged as key ingredients of success. Most of us have had and are experiencing some form of success or reinforcement for succeeding. Few people can literally survive physically and psychologically on failure. Perhaps the current craze for daily horoscopes, palm reading, handwriting analysis, and the charting of facial and skull curves, are symptomatic of a desire to learn about successes that will be experienced. They are an attempt to determine and forecast one's fate, destiny, or "lot in life." Certainly, wishing will not make it so, work and career decisions will be made whether consciously, haphazardly or left to fate. If career directions are not sought, examined, and made, directions for one's work life whether appropriate or inappropriate, desired or undesired, will nonetheless be established. There is no way to insure a completely successful

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work career, but an attempt to examine and direct a career in a deliberate and rational manner is better than no attempt at all. Opportunity, circumstances, talent, personality, and training, may be variable career factors. However, you can make a career plan now, that in the future, will enable you to look back and know that you tried to select and establish a rewarding career path, rather than to live by chance and supposed breaks. In fact, most people want to direct their work life, but do not know what to do or how to do it. Although career success cannot be assured, it can be sought and strived for. Individuals that attempt to direct their work life have the self-satisfaction of knowing they have done all within their power to enhance their possibility of job satisfaction.

Whether you decide your job objective is to move ahead in your present career, or to move on to a new one, your responses in this section will help you clarify the kind of job you can do well and will also enjoy doing.

Most people can usually readily identify their mistakes and say they can learn something from them. Experience indicates that few people readily recognize their successes or achievements and learn from what they can do well. The following questions are designed to help you identify and study your successes, so that you can apply important learnings from them to your future career plan.

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Directions: On the left side, check (✓) three of the following work characteristics that you feel you do well and enjoy doing. On the right side, check (✓) three factors that serve you as incentives to do your work well.

Work Characteristics	Work Incentives
___1. Calculate, count, keep records	___1. Privacy
___2. Design, color, shape things	___2. Recognition
___3. Write, read, talk, speak, teach	___3. Regular monthly salary
___4. Invent, develop, create	___4. Salary by commission
___5. Help people, be of service	___5. Influence, control others
___6. Fix, build, assemble things	___6. Routine
___7. Observe, inspect, operate	___7. Fringe benefits
___8. Analyze, systemize, research	___8. Title
___9. Travel, live away from home	___9. Assigned tasks
__10. Manage or direct others	__10. Opportunities/advancements
__11. Persuade, sell, influence others	__11. Special privileges
__12. Ownership, collect things	__12. Security
__13. Work with groups, small and large	__13. Other
__14. Prefers outdoors	
__15. Other	

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Directions: Left Column: Describe your career goal. Remember, this should be what you would like to do for a living. This career goal may be a statement concerning your present job or a statement indicating the job you would like to have in the future. Right Column: Identify your accomplishments (functions, actions, or achievements) which indicate advancement toward your career goal.

Example: Bank vice president for loans	Example: Committee chairman of city bankers association
1. _____	1. _____
	2. _____
	3. _____
	4. _____

Is there anything you know of that could prevent you from achieving your career goal? List examples: Lack of appropriate education, mobility, etc.

1. _____
2. _____
3. _____
4. _____

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Identify what you will have to do to correct any deficiencies that may prevent you from achieving your career goal. Be specific. Identify corrective measures in the same sequence you listed career goal obstacles above.

1. _____

2. _____

3. _____

4. _____

Work occupies the majority of our life. Whether we have a boring job, a so-so job, or an exciting job, our work affects all facets of our life (our life style, what we are interested in, who we socialize with, and how happy we are with ourselves, faculty, friends and neighbors). We should be interested in analyzing our work and our work interests. It is a way to determine what self improvement and satisfaction we as individuals desire.

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"God helps those who help themselves"
--Author Unknown

Directions: Please make your criticism of this program in the space provided below.

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